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Increasing the Social Activity of Students in Foreign Language Classes

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ABSTRACT

This article highlights the methods of increasing the social activity of students in the process of teaching English in the preparation of future economists. We will briefly touch on the most traditional methods and methods used by our teachers and pedagogues to increase students' activity in teaching foreign languages and are still used in classes.

KEYWORDS: *Social activity, problematic situation, future economists, teaching methods, level of preparation, economic terms, demonstration methods*

Introduction

The quality of teaching foreign languages to future economists depends on many factors, among which the method and methods of social activity of teaching are of decisive importance. When choosing teaching methods and methods, the level of knowledge of the English language, speech characteristics of students, and the level of preparation are taken into account.

Teaching methods help students to effectively and deeply acquire knowledge, develop their social and creative activity.The choice of methods of teaching a foreign language to future economists depends on the teacher's study of the problem to be performed in practical training. The same method and method is used to describe new material, another method is used to reinforce it, and different methods are used to generalize the topic. It is very important to choose well-thought-out and effective methods and techniques at different stages of the lesson.

Thus, the methods of increasing social activity of students in the process of teaching English in the training of future economists are the way for teachers and students to fulfill the educational tasks of theoretical and practical cognitive activities.

The social activity of students in the process of teaching English is divided into the following three groups according to the sources of knowledge of traditional teaching methods:

1. Oral methods (verbal presentation of knowledge, conversation, working with textbooks and scientific literature).
2. Instructional methods (pictures, demonstrations, observations).
3. Practical methods (exercises, translations, practical works).

Material and methods: Each teaching method has its own role in the process of teaching English in the preparation of future economists. It fulfills the general pedagogic tasks of stimulating (motivated), educational, educational and perfecting teaching methods.

Unknown texts are mainly used by advanced students. Because they last longer than the story. A lecture is one of the methods of expressing knowledge verbally, and it differs from a story by the size of its size, logical construction, and the complexity of figurative proof and generalization.

Pedagogical methods such as oral presentation of the knowledge given during the reading of an unknown text, holding the attention of students for a long time and activating their thinking, proving, proving, classifying, giving definitions, systematizing, summarizing are used. Economic terms are taken as the main base in teaching foreign languages, while lectures are mainly aimed at students in the field of economics and finance. Lectures on some subjects are organized in order to prepare students of higher education institutions to study at higher educational institutions. It is necessary to think clearly about the lecture plan and make it technological. There should be a logical coherence in all the paragraphs of the plan, in a coherent statement of the purpose, conclusion and conclusions of each of them.

The lecture is read at such a pace that students can write down important parts of the lecture. Therefore, the teacher should clearly separate the parts of the lecture to be recorded, and if necessary, repeat it to facilitate recording. In order to make the lecture not boring, it is good to use economic terms and situations during the lecture in order to activate the students' thinking.

Exercises mean that students perform tasks many times in order to strengthen their knowledge and develop the skills to use them in practical activities. Each exercise can be divided into oral, written, graphic and educational-labor exercises according to the nature of execution.

Before carrying out training exercises designed to develop practical skills and competences in English language teaching, they should have a thorough knowledge of the subject to be practiced.

Another important type of practical teaching methods is speech and speaking skills. Conversation work refers to a type of training in which the student, under the guidance of the teacher or independently, conducts various experiments, observations and calculations in terms of the economic direction - calculation sheets. Such training is used in the study of finance, general economic sciences and special technology. Speaking skills can be taught in specially equipped classrooms, in the conditions you have. During the qualified practice in foreign languages, students check the studied worksheets, determine their quantitative and qualitative characteristics. Practical work serves to strengthen theoretical knowledge.

Problem-based educational technology. Today, in the course of professional training, teaching students to solve problems and find solutions to problems on their own has become an

urgent issue. Because from day to day the progress of science and technology is rapidly developing, our existing knowledge is rapidly updated. This situation requires us not only to understand fundamental knowledge, but also to develop a thinking reflex. Problem-based learning technology is aimed at developing this thinking reflex and activates mental activity.

Result and discussion

Social activity in teaching foreign languages among students in the field of economics can be at different levels, that is, it can be organized according to the complexity of problem education. This is chosen depending on the level of preparation of students and the level of development of thinking ability.

- The first level of problem-based learning is self-created problems that arise chronically in different types of lessons and in different situations and await their solution.
- At the second level of problem-based education, the teacher presents a problem (a sentence consisting of incomprehensible new words) and the students interpret it. In this case, students observe the method of solving the translation problem and are in a passive state. They learn problem solving skills.
- At the third level of problem-based learning - a problem situation is created by the student (economic news in newspapers) and the problem is thrown into the middle. Students independently find a solution based on graphs. Students take an active part in this and develop independent and creative thinking reflexes.
- At the fourth level of the problem-based learning technology, students organize both the problem situation and the solution of the problem themselves. They learn to see the existing problem in the subject and find its solution independently. This is the highest level of problem-based learning. Because students learn to think socially active. In this case, students are very active. The teacher acts as an observer and sometimes as a guide.

Problem-based learning in foreign languages has several positive features. It teaches students to think independently. This is very important in today's information flow era. Develops thinking reflex. Develops creativity and curiosity. Helps to master the acquired knowledge. Activates students and strengthens professional training. But it cannot be said that this education does not have some limitations. It takes a little more time to organize and conduct problem-based learning lessons. Not all topics can be organized using this method. The number of students is limited. If the teacher does not develop an individualized and differentiated approach, some loosely assimilated students will be left out. It is difficult to organize a problematic situation if students are not actively involved in this situation.

In general, the effectiveness of education can be achieved when traditional methods of teaching are combined with interactive methods to increase social activity in learning foreign languages.

In conclusion, it should be noted that the pre-planned education-pedagogical technology in foreign languages includes a system of methods and methods, methodical methods of education, opportunities and means of joint activity of teachers and students, the goal of developing students' language skills, and guarantees the achievement of final results.

Conclusion

The expression of how to use the methods and methods of traditional education and upbringing in the formation of foreign language teaching technologies based on new pedagogical technologies for students in the field of economics is directly related to the educational system. In the traditional teaching method, we use direct contact with students, oral inquiry, written assignments, essays, independent work, calculations, diagrams, preparation of practical works on paper, oral presentation, etc. Because if we consider any interactive method ("conversation", "writing", "listening comprehension" or working in "small groups"), all of them require the use of traditional foreign language teaching methods and methods.

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